

INDIANA UNIVERSITY SOUTH BEND  
OFFICE OF ACADEMIC AFFAIRS  
THREE-YEAR STRATEGIC PLAN

November 8, 2007

<u>Three Illustrative Goals</u> (Unranked Order)	<u>Strategies</u>	<u>Timeline</u> (Action Year)	<u>Assessment</u>
<b>School of Education</b> <ul style="list-style-type: none"> <li>• Michael Horvath, Dean</li> <li>• Karen Clark, Assistant Dean</li> </ul>			
<b>CURRICULUM DEVELOPMENT</b> To align academic programs (curricula and field experiences) with professional standards.			
II.2.1.; II.2.3.; II.3.5.; V.1.2.; V.3.1.; VI.1.1.;VI.1.1	Identify and affirm the professional, state, regional, and national standards to be met	2003	Dean's Review of Completed List of Standards <b>State content and developmental standards will be used to align curriculum in all teacher education programs. Conceptual framework rewritten in 2004. Alignment chart</b>

			<p><b>completed showing alignment of conceptual framework, NCATE, and state content and developmental standards. Alignment chart is available.</b></p>
<p>II.2.1.; II.2.3.</p>	<p>Compare these standards with current curricula</p>	<p>2004</p>	<p>Dean’s Review of Work Completed by Program Coordinators  <b>Alignments complete for undergraduate teacher education programs. As the Division of Professional Standards continuously updates state standards, the SOE reviews alignments for undergraduate teacher education programs. Alignments for graduate programs are complete. The National Board for Professional Standards core propositions were used for advanced programs. The SOE will engage in reviewing all alignments as we prepare for national program reviews. Tables with alignments are</b></p>

			<b>available.</b>
V.3.1.; VI.1.1.	Revise curriculum as necessary	2004	NCATE Coordinator's Review Using NCATE Rubrics. <b>Curriculum revised using state content and developmental standards and new Rules 2002 licensure framework. Last group of students completing licensure requirements under Rules 46-47 finished June 30, 2006.</b>
	Align required courses with professional standards via matrices	2004	NCATE Coordinator's and Dean's Review. <b>Matrices are complete and available for review.</b>
	Implement revised curriculum	2004-2005	Dean's Review of Implementation by Program Coordinators. <b>New curriculum implemented so all new programs were fully implemented beginning July 1, 2006.</b>
II.2.1.	Compare current field experience curricula and practices with professional standards	2004-2005	NCATE Coordinator's and Dean's Review using Assessment Rubrics. <b>Handbooks revised to reflect current standards. The handbook for secondary</b>

			<b>M401 field experience is in development. Handbooks are available.</b>
VI.1.1.	Revise curricula and practices as necessary	2004-2005	NCATE Coordinator's Review. <b>Ongoing</b>
	Implement revised field experiences curricula and practices	2005 (Spring)	Dean's Review of Implementation Results <b>Ongoing</b>
	Assess the results of these changes	2005	Review by NCATE Coordinator, Faculty, and the Dean <b>The SOE compiles data for a yearly assessment meeting. Department faculty review data and make decisions about program improvement. Assessment Retreat materials are available.</b>
II.2.1.; II.2.3.; II.3.5.; II.5.2.	Conduct surveys of cooperating school personnel, faculty, and students to elicit comments about the changes	2005 (Spring)- 2006 (Continuous)	Review by NCATE Coordinator, Faculty, and Dean <b>Annual surveys are completed and results are shared with CLAS and SOE faculty. In 2007 the state DOE surveyed first year teachers who graduated from IUSB along with their building principals. The results of these</b>

			<b>surveys were received in fall 2007. Survey results are available.</b>
<b>ASSESSMENT</b> To establish an assessment system to collect and analyze student performance data.			
II.2.1.; II.2.3.; II.3.1.; II.7.6.	Conceptually design an assessment system consistent with the School's conceptual framework	2003	Design is Assessed Using NCATE Assessment Rubrics <b>In preparation for our fall 2005 NCATE visit, LiveText was adopted as a tool to assist with data aggregation. The rubric used to assess student performance in initial programs was redesigned in fall 2006. The use of LiveText continues although the SOE is considering using Oncourse in place of LiveText. Minutes of assessment committee meetings are available.</b>
II.2.1.; II.2.3.; II.3.1.	Seek broad-based input on assessment design	2003	Dean's Review of Plan, Implementation, and Results <b>The assessment committee meets</b>

			<b>regularly to discuss improving our unit assessment system. The Dean is consulted along with others on an ongoing basis. Minutes are available.</b>
	Establish preliminary implementation strategies	2003	Dean's Review of Plan created by NCATE Coord. <b>UAS is implemented and reviewed on an ongoing basis. Minutes are available.</b>
II.2.1.; II.3.5.	Review required courses in each academic program in relation to the assessment system	2004	Dean's Review of Submissions by Program Coordinators <b>Ongoing</b>
II.2.1.; II.3.5.	Identify assessment milestones	2004	Dean's Review of Leadership Team Work <b>Critical transition points were identified for undergraduate and graduate programs and continue to be reviewed. Transition points are posted on the SOE website.</b>
	Revise and produce syllabi in core course format consistent with the assessment system	2004	Dean's Review of Program Coordinator's Submission <b>Template for syllabi has been adopted and is posted on website.</b>

II.7.6.	Identify and list required student artifacts in core syllabi	2004	Dean's Review of Syllabi <b>Artifacts are identified and listed on website for performance-based assessments.</b>
II.2.1.; II.3.1.; II.3.5.	Finalize assessment system	2004	Dean's Review Based on NCATE's Rubrics <b>UAS continues to be reviewed and evaluated for improvement. Assessment committee minutes are available.</b>
II.2.1.; II.3.5.	Implement assessment system on pilot basis	2004	NCATE Coordinator's and Dean's Review of Implementation <b>UAS implemented in fall 2004 and undergoes continuous review. Minutes are available.</b>
II.2.1.; II.3.5.	Collect and aggregate assessment data	2004-2007	Dean's Review <b>Data are reviewed at yearly assessment retreat by faculty. Materials are available.</b>
II.2.1.; II.3.5.	Report data to faculty and programs	2004-2007	Faculty Review Using NCATE Assessment Rubrics <b>Completed at yearly faculty assessment retreat. Materials are available.</b>
II.2.1.; II.3.5.; II.7.6.	Use data to improve academic	2004-2007	Faculty Improvements

	programs and services to students		Using NCATE Assessment Rubrics (Reviewed by Dean) <b>Initiated at yearly assessment retreat with continuing discussions at department meetings. Materials are available.</b>
II.2.1.; II.3.1.	Continually evaluate and improve the assessment system	2004-2007	NCATE Coordinator's Responsibility Reviewed by Dean <b>UAS is continuously reviewed by NCATE coordinator in collaboration with assessment committee. Minutes are available.</b>
PERSONNEL RESOURCES To advocate for and secure (with the support, approval, and authorization of IU South Bend administration) personnel resources to offer quality and accredited academic programs.			
V.2.3.V.2.4.	Conduct an analysis of existing resources	2003	Completion of Analysis <b>Request for resources was submitted to Vice Chancellor of Academic Affairs specific to NCATE visit. Dean</b>

			<b>submits request for personnel needs on a yearly basis.</b>
II.5.5.; II.5.6.; V.2.3.; V.2.4.	Identify immediate and short-term faculty and staff resource needs	2003	Completion of Resource Summary <b>Completed by Dean on an annual basis.</b>
V.2.3.; V.2.4.	Communicate needs through meetings with university officials	2004	Meetings with the Vice Chancellor and Others <b>Completed by Dean on an annual basis.</b>
V.2.3.; V.2.4.	Communicate needs through Annual Budget Request	2004	Submission of Annual Reports with Personnel Resources Identified <b>Completed by Dean on an annual basis.</b>
II.5.5.; II.5.6.; V.2.3.; V.2.4.	IU South Bend authorization of needed resources to the School of Education	2004	Appointments of Personnel by IU South Bend <b>Faculty searches are completed with some success. Searches continue for unfilled faculty positions. Three searches are underway in 2007.</b>
V.2.3.; V.2.4.	Steps above repeated beginning with an analysis of existing personnel resources	2005-2006	Same as Above <b>Ongoing</b>